



October 2026

The Cottonwood Chronicle

Working Together - Learning Together



RUN Night 2026

A Note From the Principal

Parents,

As we begin the second quarter, here are a few reminders:

Dress for the weather: Please make sure students come to school dressed appropriately for the weather. While students may prefer shorts, we encourage them to dress warmly as temperatures drop.

Morning arrival: Doors open at 7:50 a.m. On days when temperatures are below 20 degrees, doors will open at 7:45 a.m. to allow students to get inside a little earlier.

Thank you for your continued support and for helping us keep our students safe, comfortable and ready to learn!

Sincerely,

Cody Stockwell, Principal

Upcoming

Events

Nov. 23-27- Thanksgiving Recess

Dec. 7- Grades 3 & 4 Music Program

Dec. 8- Grades 1 & 2 Music Program

Dec. 10- Kindergarten Music Program

Dec. 18- No School/Teacher Workday

Dec. 21-31- Winter Recess

Reminder About Parent Teacher Conferences

When:

October 14- 4:00 - 7:30 p.m.

October 15- All Day 8:00 a.m. - 7:30 p.m.

Book Fair

When: October 12-15

Where: Cottonwood Library

Hours:

Monday-Wednesday

Parents with students (preferably PreK-Grade 2) may shop 7:55 - 8:20 a.m.

7:55 - 11:20 a.m. Grades 3-5

Wednesday: 4:00 - 7:30 p.m.

Thursday: All Day 8:15 a.m. - 6:30 p.m.

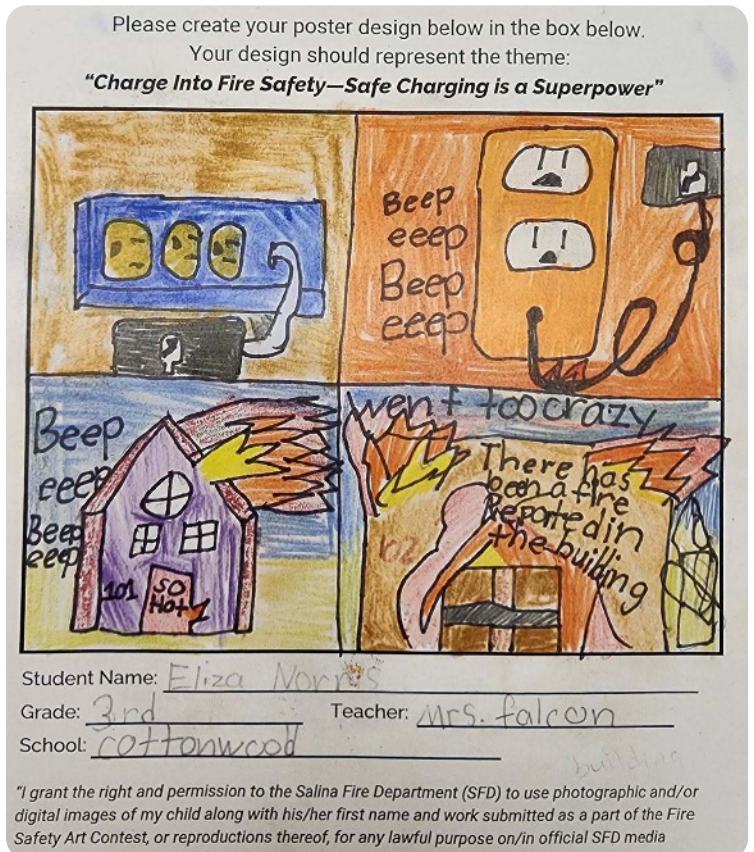


Fire Safety Poster Winner

This year's Salina Fire Department poster contest theme was "Charge into Fire Safety-Safe Charging is a Superpower!"

Students in grades 1-5 at Cottonwood Elementary created posters to participate in the contest. After all the posters were completed, Cottonwood staff members had the opportunity to vote for their favorite.

Congratulations to our winner, third grader Eliza Norris! We are so proud of Eliza and all of our students who participated and showed their creativity while learning about the importance of fire safety.





Important Updates

Title/At-Risk Intervention Services

Our Title and At-Risk intervention services have evolved to provide support to students as early as possible. In the past, our pull-out services were primarily focused on students with the most significant academic needs. While those students continue to receive support from their classroom teachers and instructional assistants, we have adjusted how we use our intervention time to also provide targeted support to students who are beginning to demonstrate areas of need. By addressing these needs earlier, we hope to help students make progress more quickly and prevent smaller learning gaps from becoming more significant challenges.

This approach allows us to be more proactive and flexible with our intervention services. As students make progress and become more successful with targeted support, we can adjust groups and redirect intervention time to students who may need additional assistance. This creates an opportunity to continually monitor student progress, provide support when it is most needed, and return to students requiring more intensive intervention as resources become available. Our goal is to create a system that supports students at different points in their learning journey while continuing to ensure that students with the greatest needs receive consistent support from classroom teachers, instructional assistants and intervention staff.

What This Means for Your Student

With this approach, you may notice that your student has more opportunities to rotate in and out of their homeroom to work with a Title or At-Risk teacher. These groups may change throughout the year as we monitor student progress and adjust support based on individual needs. Students may work with different teachers or groups at different times, allowing us to provide more targeted instruction in specific areas while continuing to keep students connected to their homeroom classroom.

These services are part of our general education intervention process and are designed to provide additional academic support without removing students from the general education setting. Our goal is to respond to student needs early, provide targeted support, monitor progress and adjust services as students grow. This allows us to use our intervention resources in a way that supports as many students as possible while ensuring that students who need more intensive support continue to receive it from their classroom teachers, instructional assistants, and intervention staff.

Join us at Salina Public Schools!

Want to be more connected with your school community? Whether you have a child, grandchild, family member or friend in Salina Public Schools or are simply looking for an opportunity to make a difference, there's a place for you at SPS!

We're hiring food service, custodial and paraprofessional team members who want to support students and be part of a school community where greatness grows.

Find your place at SPS and make a difference every day!



Apply Online

Supporting Every Student Through Ci3T

Ci3T stands for Comprehensive, Integrated, Three-Tiered model of prevention.

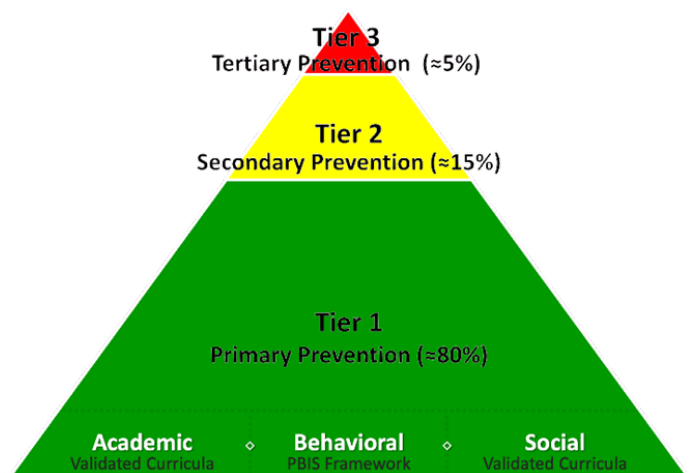
Ci3T provides a coordinated, research-based approach to supporting the academic, behavioral and social-emotional needs of all students. It is not a new curriculum or a one-size-fits-all program. Think of it as a blueprint for student support, helping our schools organize resources and provide support based on the needs of their students.

Ci3T includes three levels of support:

- Tier 1: Provides a strong foundation for all students through high-quality academic instruction, positive behavioral supports and social-emotional learning. The goal is to support student success and prevent academic or behavioral difficulties before they emerge.
- Tier 2: Provides more focused academic, behavioral or social-emotional support for students who need more than Tier 1. Schoolwide data helps identify students who may benefit from these additional supports.
- Tier 3: Provides specialized, intensive interventions for students experiencing greater academic, behavioral or social-emotional needs. Support is individualized based on each student's specific needs.

Rather than addressing academic, behavioral and social-emotional needs separately, Ci3T brings these areas together so they work as one connected system of support. Ci3T also brings together all of us – teachers, administrators, support staff, parents and families – working together to create a safe and caring learning community where every student can grow and succeed.

Watch for more information about Ci3T and how we are working together to support every student throughout the school year.



October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8- No School/Inservice

9- No School/Inservice/
Teacher Workday

14-15- All Grades
Parent-Teacher Conferences

15-16- No School for All Grades

Contact Us

Cody Stockwell- Principal
Anna Dechant- Assistant Principal
Jessica Perez- Secretary
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#CWCommunity #CWMindset

#305GrowsGreatness



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